

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here</small> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB - 6 PM 2:19 DOCUMENT CONTROL CENTER
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Freer ISD	066-903		N/A	
Vendor ID #	ESC Region #			
74-1895618	2			
Mailing address	City	State	ZIP Code	
P. O. Box 240	Freer	TX	78357-0240	
Primary Contact				
First name	M.I.	Last name	Title	
Karl		Garcia	Technology Director	
Telephone #	Email address		FAX #	
(361) 394-6025	kmgarcia@freerisd.net		(361) 247-2131	
Secondary Contact				
First name	M.I.	Last name	Title	
Laura	E.	Laiklam	Grant Writer	
Telephone #	Email address		FAX #	
(956) 367-2491	lauralaiklam@msn.com		(866) 600-0374	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Conrad		Cantu	Superintendent
Telephone #	Email address		FAX #
(361) 394-6025 ext. 111	ccantu@freerisd.net		(361) 247-2131

Signature (blue ink preferred)

Date signed



01/25/2018

Only the legally responsible party may sign this application.

Schedule #1—General InformationCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Norman Thomas Elementary, Freer Junior High, and Freer High School were selected to be served with funds obtained through the Technology Lending Grant (TLG).

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Freer ISD currently has an existing technology lending program at each of their three campuses. This program has succeeded in providing a sufficient amount of portable devices to offer a 1:1 student-to-technology ratio for students in K-7th grade. Each of these devices are available for check out by students on as needed basis. Additionally, this program offers each student from 8th grade to high school with a dedicated portable device that is issued to them at the beginning of the year and can be utilized off campus. Unfortunately, although the district has been successful in providing students access to technology devices off campus, students and their families lack the funds needed to make the devices Internet accessible. This renders the technology all but useless to students off campus, since they can only utilize the device to access Word, Excel, and PowerPoint applications. Students are in desperate need of access to the Internet, so they can utilize the digital content and resources during after-school hours; thus, increasing their academic proficiency. Therefore, funding provided through the Technology Lending Grant (TLG) is essential to provide Internet access to students who would not otherwise have access to digital instructional materials off campus. The district has identified specific goals within the Texas Long-Range Plan for Technology (LRPT) and the Campus Improvement Plans that relate directly to the goals of the TLG. In addition, the district reviewed its current Technology Plan, which assisted the district in determining the campuses' technology and Internet readiness. This includes ensuring students have access to relevant tools, resources, and Internet services for personalized learning.

Development of budget: *The costs reflected in the budget are appropriate for the results expected (7 pts).* To develop the proposed 16-month budget, the district outlined activities, goals, and milestones that would ensure the district and community are prepared to support the TLG Program. First, the district researched the diverse options available to provide students with Internet off campus. The district wanted to ensure that whichever option was selected could be sustained after the grant funding had ended. Based on the research conducted, the district determined that the most lucrative option would be to install Internet towers throughout the community. Cost of the equipment and installation were researched in order to determine how many towers could be installed throughout the community. Then, the district determined which were the best locations to place the towers so they can provide as many students access to the school's Internet as possible. This provided an accurate understanding of the amount of grant funds that would need to be requested to ensure the budget was appropriate for the expected results.

How the demographics of your campus or district relate to the defined goals and purposes of the grant: *The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs (8 pts).* Based on the needs assessment that was conducted, it was determined that Norman Thomas Elementary has 73%, Freer Junior High has 68.3%, and Freer High School has 75.7% of its students that are Economically Disadvantaged. Based on the current economic hardship seen within the targeted area, it comes as no surprise that many of the students are unable to obtain the technology necessary to receive equitable access to digital instructional materials off campus. Therefore, Freer ISD finds it extremely important to provide their students with access to the Internet so that they can utilize the available online resources off campus and improve their academic scores. The recent budget cuts at the district-level have prevented the campuses from providing these Economically Disadvantaged students with access to the digital tools and resources anytime, anywhere. If awarded, the district plans to leverage grant funds to impact the following areas that are in line with the goals and purpose of the grant:

- 1.) Increase Internet access to students during after-school hours. Internet is needed in order for students to be able to access the district's online resources, as well as, the resources that are available through other online avenues such as the local public library;
- 2.) Provide access to online academic work, testing scores, and student attendance to the families of students who do not have access to the Internet at home; and
- 3.) Provide targeted students access to the district's online resources and curriculum that are available or assigned by teachers. Online resources and curriculum information are not utilized to its maximum capability since many of the students do not have the technology required to access these resources at home.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Who designs your needs assessment process, its efficacy, and when and how the process needs to be updated or changed: The initial needs assessment process was designed and reviewed by the district and campus' administrators, to include the Superintendent, Principal, Chief Academic Officer, Technology Director, and other district personnel. If awarded, the campus' administrators will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the campuses. These individuals will meet on a quarterly basis, to assess and review the strategies and activities being conducted. If areas of weakness are identified on an on-going basis, the campus' administrators will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the School Board Members and TEA for approval.

The management plan you have developed for the grant program, describe how you will ensure that the program receives consistent, high-quality management: To ensure the program receives consistent, high-quality management, the Superintendent, will be the individual that will obligate the district to the grant activities according to state/federal regulations. He holds a Master's Degree in Education and a Texas Superintendent Certificate. He and the Chief Financial Officer will ensure that previously allocated state and local funds are not diverted from each campus because of their acquisition of TLG funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. The district will assign the Technology Director to serve as the Program Director. This selection was made since the Technology Director possesses the knowledge, experience, skills, and competency necessary to ensure the program remains within budget, on schedule, and within scope.

The methods by which you will evaluate the program, including the means you will use to measure progress in defined program areas: *The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable (4 pts).* In order for the district to be able to monitor the attainment of the district goals, strategies, and objectives, the district will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the added Internet access to digital tools and resources are having a positive impact on the teachers' ability to engage students and increase productivity. Additionally, the district will review student achievement results and attendance data to determine whether the district has shown an increase in student/parent/teacher participation.

How your application completely and accurately answers all statutory requirements and TEA requirements: *Application is organized and completed according to instructions (5 pts).* Prior to the submission of the TLG, the district's administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately within their assigned schedules. In addition, as per Section 22.0834 of the TEC, the first statutory requirement necessitates that any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA is subject to the fingerprinting requirement. Freer ISD has established policies and procedures in place that ensures that this statutory requirement is met. District stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

On-going commitment to the goals of this grant program and describe how you will ensure that funding from other sources is committed to the program after grant funding terminates: In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, school board members, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The district will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminates.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 066-903			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$3,907	\$3,907
Schedule #9	Supplies and Materials (6300)	6300	\$45,000	\$0	\$45,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$45,000	\$3,907	\$48,907
2.186% indirect costs (see note):			N/A	\$1,093	\$1,093
Grand total of budgeted costs (add all entries in each column):			\$45,000	\$5,000	\$50,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,500
This is the maximum amount allowable for administrative costs, including indirect costs:					

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided (3 pts). The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, Norman Thomas Elementary, Freer Junior High, and Freer High School have a Technology Lending Program that provides K-7th grade students the ability to check out portable devices, and 8th-12th grade students their own dedicated portable device. Unfortunately, funds are not sufficient enough to provide these economically disadvantaged students with Internet to access to digital tools and resources off campus.

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 066-903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Technical Assistance Provider (Administrative Costs) - Will provide technical assistance for the duration of the grant to include: assisting with the grant implementation, vendor selection process, and required interim/final progress reports associated with the grant.	\$3,907
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
a. Subtotal of professional and contracted services:		\$3,907
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$3,907

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-district number or vendor ID: 066-903		Amendment # (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$45,000
Grand total:		\$45,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-district number or vendor ID: 066-903		Amendment # (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-district number or vendor ID: 066-903			Amendment # (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
66XX—Software, capitalized				
11				
12				
13				
14				
15				
16				
17				
66XX—Equipment, furniture, or vehicles				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically Disadvantaged*	588	72.7%	Norman Thomas Elementary, Freer Junior High, and Freer High School's economically disadvantaged population is an average of 13.7% higher than the State's average of 59.0%. The lack of finances from the parents/guardians limits their ability to provide their child(ren) the technology needed to access digital instructional materials for learning off campus.
Limited English Proficient (LEP)*	39	4.8%	The students' limited understanding of the English language serves as an obstacle towards their academic achievement.
Disciplinary Placements*	3	.3%	Students that are placed in an alternative education program due to disciplinary issues often fall further behind in their classwork, which is demonstrated on their academic reports.
Attendance Rate*	NA	94.4%	Norman Thomas Elementary, Freer Junior High, and Freer High School's attendance rate is an average of 1.4% lower than the State's average of 95.8%. Students that have a high amount of absences tend to fall behind in their classwork and repeat grade levels.
Annual Dropout Rate (Gr 9-12)*	NA	4.2%	Norman Thomas Elementary, Freer Junior High, and Freer High School's dropout rate is an average of 2.2% higher than the State's average of 2.0%. This percentage can be attributed to any of the aforementioned at-risk indicators.

***Information based on the 2016-2017 Texas Academic Performance Report**

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
-	68	57	62	57	72	31	62	64	55	66	61	45	62	762

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessment process: *Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant (10 pts).* In preparation for the submission of the 2018–2019 Technology Lending Grant (TLG), the district analyzed the needs of each campus. Campus data was evaluated utilizing information garnered from sources including the 2016–2017 Texas Academic Performance Report (TAPR) Campus Report data from the Public Education Information Management System (PEIMS). The district needed to determine the number of students who would require access to the technology and the Internet off campus prior to the submission of the grant. Therefore, to get an accurate number of the students in need, Freer ISD took into consideration the current availability of lending technology, and then compared it to the number of students per campus and in each grade level who were classified as Economically Disadvantaged. This data was used to create a profile of how many students do not have access to technology and Internet off campus. These reports indicated the following gaps:

CAMPUSES MOST IN NEED OF TECHNOLOGY EQUIPMENT

Name of Campus	Campus Enrollment	Economically Disadvantaged	Lending Units Available	Student to Lending Technology Ratio	Student Lacking Internet Access	Additional Funds Available
Norman Thomas Elementary	347	298	347	1:1	298	\$0
Freer Junior High	181	125	181	1:1	125	\$0
Freer High School	234	165	234	1:1	165	\$0

How needs are prioritized: *As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described (10 pts).* The district also conducted a needs assessment of the community. Data obtained from the U.S. Census Bureau's American FactFinder indicated that Freer, Texas has a total population of 2,818 of which 18.6% live in poverty (State: 16.7%) and 8.4% of the civilian workforce are unemployed (State: 6.4%). The results of the community assessment are a clear indication of the limited financial resources that are available in most families to furnish their child(ren) with the needed access to digital instructional content.

Name of the campuses to be served and why selected: Once the district reviewed the collected data, it was determined that grant funds would target each of their campuses (Norman Thomas Elementary, Freer Junior High, and Freer High School). Since the district had already successfully utilized other financial resources to purchase sufficient devices to provide a 1:1 student to technology ratio, the acquisition of the TLG could be utilized to provide their students with Internet that could access digital content and resources once the student leaves their campus. Through the purchase of this equipment, Freer ISD hopes to address the needs of today's students by engaging them in meaningful learning that will be supported by digital materials and robust connectivity; thus, ensuring students have access to relevant technologies, tools, resources, and services for personalized learning.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements (4 pts).

#	Identified Need	How Implemented Grant Program Would Address
1.	Students lack access to Internet off campus. Internet is needed in order for students to be able to access the district's online resources, as well as, the resources that are available through other online avenues such as: Wikipedia, free online books, etc. These resources are pertinent for students' academics since they allow students to conduct research, access Response to Intervention (RtI) available software, complete projects, collaborate on projects, and more. Parents'/guardians' inability to provide their child(ren) with Internet access limits the student's ability to utilize the available technology devices to their full potential.	The district will utilize funds to provide students at Norman Thomas Elementary, Freer Junior High, and Freer High School with Internet access. The district has partnered with the city of Freer to install five (5) Internet towers throughout the community. These towers will be installed on city properties (i.e. city park, apartment complex, etc.) and will provide students with access to the district's Internet. Since the Internet service is already paid for by the district, only the initial cost for the equipment will be purchased with the grant; thus, ensuring that students access to the Internet can continue beyond the grant funding period.
2.	Norman Thomas Elementary has 73%, Freer Junior High has 68.3%, and Freer High School has 75.7% of Economically Disadvantaged students enrolled.	Students whose families may not have the means to provide them the needed technology and Internet access will now be able to grant their child(ren) access to digital content and resources off-campus.
3.	Unfortunately, students identified as Economically Disadvantaged (ED) usually derive from families who are not financially stable and do not have the funds to access. Moreover, most Economically Disadvantaged (ED) parents/guardians do not have the time/transportation available to personally meet with teachers to discuss student's progress and address their deficiencies.	By installing Internet towers throughout the city, the campuses will provide students access to the district's online resources and provide parents/guardians access to the district's Parent Portal. This will allow parents/guardians to view student's grades, attendance, and report cards. In addition, parents/guardians will be able to view and reply to teachers' comments and concerns on a regular basis. This will increase the communication that occurs between the teacher and the parents/guardians; thus, increasing student academic achievement.
4.	Teachers are unable to make full use of all the district's online resources and curriculum that are available for student use, including the online RtI software programs that are available to struggling students. This is due to the number of students and parents/guardians that do not have the technology required to access these resources at home.	With the increase in the number of students and parents/guardians that will be able to access the district resources at home, teachers will be able to make use of the district's technology and online resources. This will include the following: <ul style="list-style-type: none"> • Online access to class assignments; • Extra-credit assignments; • Remediation and tutorial software; • Provide parents/guardians with access to the Parent Portal in order to increase communicate; and • Create protocols for tracking students' progress.

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Schedule #14—Management Plan				
County-district number or vendor ID: 066-903		Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation (5 pts).				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Superintendent	Holds a Master's in Education and a State of Texas Superintendent Certificate. He has 18 years of experience ensuring that previously allocated funds are not diverted from the campuses because of the acquisition of other funding.		
2.	Chief Financial Officer	Holds a Master's in Accounting. She has 35 years of experience coordinating budgets and ensuring that grant funds are expended as outlined in the grant budget.		
3.	Principals	Hold a minimum of a Master's Degree in a related field. They have the administration experience, supervisory skills, and educational competency necessary to ensure the program remains within budget, on schedule, and within scope.		
4.	Technology Director	Holds a Bachelor's degree and has 10 years of educational field experience. He has the experience and skills, needed to ensure the technology is properly maintained.		
5.	Tower Installer	Will be required to have the experience, certifications, and qualifications to install the Internet towers.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible (3 pts).				
#	Objective	Milestone	Begin Activity	End Activity
1.	Install the Internet towers	1. Post a RFP soliciting for bids for the installation of the Internet towers.	05/01/2018	06/15/2018
		2. Review and select the bid to present to the School Board for approval.	06/18/2018	06/29/2018
		3. Contact the approved Internet tower installer and complete required contracts.	07/02/2018	07/27/2018
		4. Verify locations for the Internet towers.	07/02/2018	07/27/2018
		5. Install Internet towers.	07/30/2018	08/17/2018
2.	Notify students, parents, and guardians of the Internet Availability	1. Send out notices to parents/guardians inviting them to attend an informational meeting.	08/13/2018	08/31/2018
		2. Host a meeting in which students and parents/guardians can attend to learn more about the availability of the Internet for students.	08/15/2018	08/31/2018
		3. Have interested parents sign an Internet Agreement Form authorizing their child(ren) to utilize the school's Internet while at home.	08/15/2018	08/31/2019
3.	Ensure students have Internet access off campus	1. Provide each student, whose parent signed an Internet Agreement Form with an Internet password. This password will provide students access to the school's Internet through the Internet towers.	08/15/2018	08/31/2019
		2. Utilize surveys to verify that each student is able to access the district's Internet utilizing the Internet towers.	08/15/2018	08/31/2019
4.	Ensure Internet towers are maintained to guarantee efficiency	1. Create a schedule for regular maintenance checks on the Internet towers.	05/01/2018	08/31/2019
		2. Document any issues with the Internet towers and log any repairs made.	08/17/2018	08/31/2019
		3. Test connectivity of devices to verify signal strength.	08/17/2018	08/31/2019
5.	Professional development training	1. Provide teachers with training on the use of electronic instructional materials.	05/01/2018	09/01/2018
		2. Provide follow-up training to ensure teachers can properly utilize the electronic instructional materials.	09/01/2018	08/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				
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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process & procedures your organization currently in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and procedures in place for monitoring the attainment of goals and objectives: *The management plan is designed to achieve the objectives on time and within budget, with appropriate timelines and milestones for accomplishing tasks (5 pts).* The management plan is designed to achieve the objectives of the program on time and within budget. It will be the responsibility of the Program Director to monitor the implementation of this TLG on an on-going basis in order to ensure the successful attainment of goals and objectives. The Program Director will track each milestone according to the proposed timeline to ensure the district is on target and will create a report that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge will include recommended strategies. This report will be reviewed by the participating campuses Principals and Chief Academic Officer.

Plan for attaining goals and objectives is adjusted when necessary: *The procedures ensure feedback and continuous improvement in the operation of the program through on-going monitoring and adjustments as needed (3 pts)* To ensure feedback and continuous improvement, the Program Director will meet regularly with campuses staff to collect feedback pertaining to the proper distribution of equipment and installment of software. It is of high priority for the district to meet the needs of the students and ensure all funds are utilized to their maximum potential. Thus, teachers' feedback will be essential in monitoring the program's effects on students. The TLG stakeholders will review the information gathered from each targeted campus to determine whether adjustments to the program need to be implemented.

Changes are communicated to administrative staff, teachers, students, parents, and community members: *The level of involvement and commitment of all participants is sufficient to ensure the successful implementation of the goals, objectives, and activities (4 pts).* Adjustments made to the TLG will be communicated to each participating campus via email and scheduled meetings. Email correspondence will be sent to all campus staff, parents/guardians, and students. In addition, students will be provided a notice in English and Spanish to take home to their parents/guardians detailing any adjustments made to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On-going efforts similar or related to the project: *Will be coordinated with similar/related efforts using existing resources/facilities and other appropriate resources to maximize the effectiveness of funds (3 pts).* The district and campuses will coordinate multiple federal and state programs, as well as, similar or related efforts, existing resources, and facilities to better serve the need of their teachers and students. Currently, the district has a technology lending program that is available at all campuses. This program was implemented utilizing local funds and the High-Quality Pre-K Grant funds to provide the district with a 1:1 student-to-technology ratio. This allows all students access to a portable device, which can be checked out to be utilized off campus. Unfortunately, the lack of Internet available for students once they leave the campus greatly diminishes the capabilities of the devices. Therefore, funds available through the TLG are greatly needed to implement a program that will allow students Internet access and ultimately, help increase students' academic proficiency.

Efforts coordinated to maximize effectiveness of grant funds: *The budget, adequately supports the activities outlined in the grant (10 pts).* The district has aligned the budget to coordinate with current resources such as software, personnel, materials, technology, and facilities to maximize resources in order to maximize the effectiveness of the grant. A close relationship has been established between the district, technology vendors, and training institutions to provide quality service to the campuses teachers and students. Additionally, when creating the grant design all the grant requirements and activities were taken into consideration. All expenses on the budget adequately support the activities in the grant proposal and are reasonable and necessary in order to fulfill the proposed program.

Ensure all participants remain committed: The level of involvement and commitment of all participants ensures successful implementation of the program goals, objectives, and activities. The following actions have been developed to ensure each participating campus stays committed to the program's success: **Professional Development** - Will be provided to teachers on the use of electronic instructional materials within the first four months of the grant period (5/1/18 – 8/31/18) in order to be prepared for the grant implementation. Additional, development will be offered throughout the grant period and paid through local, state, or federal funds; and **Open-Door Policy** – Meetings will be held to encourage staff, parents/guardians, and students to voice concerns.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **066-903**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The methods of evaluation provide for examining the effectiveness of program strategies (2 pts).

#	Evaluation Method	Associated Indicator of Accomplishment
1.	Signed Internet Agreement	1. Number/percent of students who utilize the Internet off campus by grade-level.
		2. Number/percent of Economically Disadvantaged (ED) students participating.
		3. Number/percent of parents who access and monitor their child(ren)s coursework.
2.	Teachers Coursework Assignment Logs	1. Number and names of courses using digital instructional materials as part of the TLG.
		2. Titles of digital instructional materials used as part of the TLG.
		3. Number of online courses taken by participating students as part of the TLG.
3.	Maintenance Log	1. Number of times the Internet towers are provided maintenance.
		2. Number of devices that connect to each Internet tower.
		3. Number of times each tower is inspected for any damage.
4.	Report Cards/Gradebooks/Attendance Records	1. Number/percent of participants who demonstrate proficiency in TEKS at the end of the grant.
		2. Number/percent of participants who showed an increase in attendance during the 2018–2019 school year.
		3. Number/percent of participants who showed an increase in academic achievement during the 2018–2019 school year.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting data included in the evaluation design: *The evaluation design includes processes for collecting data, including program-level data and student-level academic data (3 pts).* The district will evaluate the program and ensure it is on target to meet its proposed outcomes. Methods of evaluation will include objective performance measures and indicators of accomplishment that relate to the results of the program and produce quantitative and qualitative data. The district will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. The following table illustrates the data that will be collected by the Program Director:

DATA COLLECTION PROCESSES

Program-Level Data	Data to be collected will include: Number of participants served; Number of students who were provided Internet access, Grade-level of students accessing the Internet; Instructional materials and/or programs utilized; Number of times the Internet towers have been serviced; and Names of courses using digital instructional materials.
Student-Level Academic Data	Data to be collected will include: Number of participants who demonstrate proficiency in TEKS; Number of participants who showed an increase in attendance; Number of participants who showed an increase in academic achievement; and Number of online courses taken by participating students.

Identification and corrections of problems with project delivery: *The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project (2 pts).* The evaluation processes outlined in the application provides for the identification and correction of problems. The district and campus administrators will be provided a quarterly progress report, which will be prepared by the Program Director. The reports will help them to determine the status of the following: Degree of planning, implementation, and evaluation of the program; Number and percent of students benefiting; Level of the curriculum and instruction that is utilized; Strengths and weaknesses of the program; Recommendations for modifying or improving the program as a result of on-going evaluation activities; and the level of compliance. This formative process will provide the opportunity to identify and correct problems on a timely fashion throughout the grant cycle.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Availability of existing equipment to students: *Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants (5 pts).* To ensure equitable access and participation among all eligible program participants, the district will coordinate with similar or related efforts using existing resources and facilities. Some of the current technology devices that are available for student use include the following:

Device	Purpose	Campus	Number of Students
357 Laptops and 451 Tablets	When combined with the Internet towers that will be purchased and installed through the TLG, this will provide all students access to digital content and resources off campus.	Norman Thomas Elementary School	411
		Freer Junior High School	185
		Freer High School	212
15 Document Cameras, 49 Whiteboards, and 49 Projectors	These devices will allow students to share PowerPoints, mirror their screens, create interactive presentations, and much more.	Norman Thomas Elementary School	411
		Freer Junior High School	185
		Freer High School	212
15 Printers	The printers will allow students to print assignments, research, reports, and more.	Norman Thomas Elementary School	411
		Freer Junior High School	185
		Freer High School	212

Other funding available for the purchase of student technology devices: *Applicant has not previously received funding from ANY Technology Lending Grant from (10 pts).* Freer ISD was not a recipient of the 2012-2013 and the 2014-2016 Technology Lending Program grant(s). Although the district was able to utilize local funds and funds from the High-Quality Pre-K Grant to purchase sufficient devices to offer a 1:1 student-to-technology ratio, the district lacks the funds to provide students with the Internet that is needed to access digital content and resources once they leave the campus.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the technology lending program aligns with existing mission and goals: The Mission of Freer ISD is to, "Create a safe environment for success and excellence". This includes providing the students with safe access to Internet resources that can help them excel in their academics, without the worry of online predators, computer viruses, and cyber bullying. This mission clearly aligns with the purpose of the TLG, which wants students to have access to digital content and resources off campus. In addition, the district staff reviewed its current Technology Plan and the Campus/District Improvement Plans in order to ensure that the goals and objectives of the TLG aligned with the existing goals of the district. The table below illustrates the alignment between the TLG and the district's goals:

Technology Lending Grant Goals	District/Campus Goals
<p>Ensure students have dedicated access to a personal technology device and Internet through a check-out program.</p>	<p>District Improvement Plan:</p> <ul style="list-style-type: none"> • Goal 1: Freer ISD will meet/exceed state and federal accountability standards, state and regional averages in all core areas and for all student sub-populations. <ul style="list-style-type: none"> ➢ Strategy 9 - Provide access to online resources where the need can be justified with data. ➢ Strategy 10 - Provide access to instructional resources where the need can be justified with data. ➢ Strategy 14 - Target the economically disadvantaged population. • Goal 5: Freer ISD shall provide state-of-the-art technology to facilitate instruction and learning of academic and technical skills. <ul style="list-style-type: none"> ➢ Strategy 4 - Increase technology accessibility across the district. <p>Campus Improvement Plan:</p> <ul style="list-style-type: none"> • Goal 3: Freer Junior High will facilitate instructional technology that engages and enhances student learning. <ul style="list-style-type: none"> ➢ Strategy 3 - Possible addition of Chromebooks for 8th grade and 1 set of 24 Chromebooks per core subject. • Goal 6: Freer High School will continue to improve and utilize campus technology to facilitate the learning environment. <ul style="list-style-type: none"> ➢ Strategy 1 - Purchase Chromebooks for all ninth and tenth grade students. <p>Technology Plan/Technology Plan Template:</p> <ul style="list-style-type: none"> ➢ Objective 3.1: The District will enhance WiFi coverage area to provide access to student resources outside the normal classroom day to bridge the homework gap.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute (5 pts). Freer ISD has developed a program that will help to ensure that Economically Disadvantaged students have access to digital instructional materials off campus. Strategies and activities were planned that are of sufficient quality and depth to ensure the accomplishment of the goals and objectives of the program. Strategies and activities will include:

- Ensuring all parents/guardians and students are aware of the availability of technology devices and Internet;
- Hosting meetings for parents/guardians and students to attend that will provide them with information on the proper care and use of the technology;
- Providing interested parents/guardians and students a Technology Lending and/or Internet Agreement to sign in a timely manner;
- Ensuring that digital instructional materials are easy for students to locate and access;
- Providing parents/guardians with step-by-step information on how to monitor their child(rens) attendance and gradebook;
- Having the Technology Director meet with teachers to discuss creating classroom websites; and
- Creating a schedule for regular maintenance checks on all equipment utilized by students, as well as, the Internet towers.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for providing off-campus internet access for students with the highest need: Students and parents/guardians that are classified as Economically Disadvantaged will be notified of the availability of the Internet access that can be granted to students. Parents and guardians that wish for their child(ren) to have access to the Internet will need to complete and sign an Internet Agreement Form. In addition, the student and parent/guardian will be required to attend a mandatory meeting to review the proper use and limitations of the Internet that will be provided to the students.

Once the student and parent/guardian have met the stipulations, the Technology Director will provide the participating student with an Internet password that can be utilized to access the district's Internet. Since the towers will be providing students Internet access through the district's Internet account, all firewalls and security measures that are in place at the district will also be in place when the student is off campus.

Since the Internet towers will be placed throughout the city, a majority of the students will be able to access the Internet simultaneously. These towers will allow the student to access the Internet at any location and not just at home. Therefore, the student will be able to utilize the device to work on class assignments anywhere. This includes: School buses when traveling to and from campus; friend's house if working together on assignments; and more. This Internet availability is vital to the success of the program due to the fact many students do not go straight home after school.

Furthermore, since the towers will be utilizing the district's Internet, after the initial cost for the purchase and installation of the towers are covered, the program can be sustained since the Internet access will be part of the regular monthly service already paid for the district.

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Schedule #17--Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lending program aligns with current curriculum, instruction, and classroom management practices in its participating campuses: In reviewing the purpose of the TLG, the district was able to ensure that the program would align with current curriculum, instruction, and classroom management policies and/or practices on its participating campuses. The district has made significant efforts to integrate technology into the students' daily coursework. Therefore, the added resources that will be afforded through the purchase and installation of the Internet towers will help to ensure that all students have equitable access to digital instructional content off campus. The online supplemental materials that students will have access to for studying, writing, or researching will serve to keep students interest focused on learning. This will foster a holistic-learning approach that the campuses encourage in each of their classrooms.

Curriculum: The participating campuses create classroom lesson plans to include online curriculum such as: Think Through Math, Istation, Apex Learning, and Study Island. These lessons are currently made available online for students to complete and review at home. With the ability to receive Internet access at all times, students will be able to access the lesson, conduct research, earn credits, complete homework, or review for tests and quizzes at their own pace.

Instruction: Class instruction consists of a combination of lectures and hands-on activities that students are able to utilize their portable devices to participate in. The lectures allow the teachers to first explain and demonstrate the classroom assignment to all of the students. This is followed with student hands-on activities which allow the students to demonstrate to the teacher their understanding of the assignment. Students are able to connect their portable device to the classroom projector and demonstrate the process they utilized to complete problems and share their results with the classroom.

Classroom management practices: The district and campus administration provide teachers with trainings and practices on how to best manage their classrooms. The top 10 rules that are implemented include the following: 1) Every student is engaged in the curriculum; 2) Classroom procedures create consistency; 3) Check for understanding; 4) Create a safe classroom environment using respect; 5) Use classroom consequences to correct wrong student behavior; 6) Use the tone of your voice and body language to communicate; 7) Academically challenge every student; 8) Easily get your students' attention; 9) Use a classroom seating chart; and 10) Increase participation by using collaboration.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Use of digital instructional materials in one or more foundation curriculum subject area: The district has a broad array of electronic instructional materials that are available for use for education use. This includes:

- **Electronic Classroom Lessons** – By providing access to the lesson plans online, students have the ability to go back and review any lesson that they did not fully understand. In addition, since many times students do not want to be singled out by asking questions, students have the ability to research the information that was provided in the privacy of their own home; thus, ensuring they fully understand each day's lesson;
- **Remedial Software** – The remediation software that is available for students is designed to assess each individual student in order to identify their area of weaknesses. This allows each student to have a customized lesson plan that will quickly bring students up to speed with the other students in their classes; and
- **E-library** – The e-library will provide students with access to 100s of books anytime they may need it. Students no longer need to wait for a title to be available, instead they just need to log on to the district's online library and access the titles that they require.

One or more grade level: The chart below provides a breakdown of the grade-level, subject areas (includes one or more foundation curriculum subject areas), and digital content to be utilized at each of the campuses:

DIGITAL CONTENT				
Name of Campus	Grades	Subject	Digital Content	
Norman Thomas Elem.	K – 5 th	Math and Reading	• Think Through Math • Istation	• Textbooks
Freer Junior High	6 th – 8 th	Math and Reading	• Think Through Math • Istation	• Textbooks • Kurzweil
Freer High School	9 th – 12 th	Math and Reading	• Accelus • Apex	• Textbooks • Kurzweil

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **066-903**

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Infrastructure to support students' anticipated use of devices: The district is confident that they have the adequate infrastructure to ensure it is able to support the additional use of the Internet that will be provided to students through the addition of the Internet towers. The district's infrastructure for technology focuses on hardware, software, and human infrastructure (the capabilities or proficiencies of those who use the technical components). The infrastructure of the campuses will be the critical element in supporting the TLG.

Hardware Infrastructure – Each campus has the hardware infrastructure available to support the added technology. This includes laptops, tablets, document cameras, projectors, storage/charging carts, and more. The hardware infrastructure provides the foundation for software applications, computer programs such as graphics or spreadsheets, and the TEKS content.

Software Infrastructure - The software being utilized by the district to provide digital instruction reflects up-to-date knowledge from scientifically-based research and effective practices. Each campus' chosen technology-based curriculum, teaching tools, and assessments are proven to be measurably effective in meeting the needs of the targeted students and prepare them for success in the 21st century.

Human Infrastructure – Human capital is the most significant resource available to a district in its quest to integrate technology into the students' academics. As such, the district has invested funds and resources to build their human capital. Both teachers and administrators have been provided with numerous professional development training, peripheral devices (i.e. document cameras, electronic panels, clickers, etc.), and programs, which are geared to enhance their ability to utilize technology in their daily lesson plans. In addition, teachers have been provided with the knowledge and skills to assist students with their use of technology.

Technical support is adequate to support students' anticipated use of devices: The staff at each of the participating campuses is well versed in the use of all types of technological devices. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answering any questions that may arise. Most of the teachers have mastered the State Board for Educator Certification (SBEC) Technology Applications standards, as mandated for all beginning teachers. This includes:

- Standard I - All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications;
- Standard II - All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information;
- Standard III - All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations;
- Standard IV - All teachers communicate information in different formats and for diverse audiences; and
- Standard V - All teachers know how to plan, organize, deliver, and evaluate instruction that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum.

In addition, each teacher has been provided with professional development training on the digital content that will be utilized by the students. The District Technology Director will provide technical support to all participating staff members. The District Technology Director's experience ensures that this individual has the capabilities to ensure the success of the program.

Moreover, the district's employs (one computer technician) that will be available to provide more advance technical support and maintenance. Through these measures, the district is confident that each of the participating campuses have the required technical capabilities to support the students' use of existing portable device to access digital content and resources at home, via the newly available Internet towers.

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Schedule #17— Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 066-903

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administration at the campuses: *The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice (4 pts).* In preparation for the submission of the TLG, the district researched various lending programs. Although the district was unable to find any published studies, past awardees of the Technology Lending Program grant were contacted. Based on their insight, the following plan is being proposed.

The district will utilize grant funds to purchase and install Internet towers throughout the city. These towers will be configured to provide students with access to the district's Internet. By providing students access to the district's Internet, the district can ensure that all of the firewalls and security measures that are in place at the district will also be in place when the student is off campus. Additionally, since the Internet will be offered through the district's current Internet contract, there will be no additional costs for the Internet service; thus, ensuring that the district can sustain the program after the grant period ends.

Check-out and check-in process: Since the towers will blanket the entire city with Internet, each of the participating students will be able to access the Internet simultaneously. Therefore, there will not be a check-out or check-in process required to be in place. For a student to be able to participate and be granted with Internet access off campus, via the Internet towers, the students' parents/guardians will be required to complete and sign an Internet Agreement Form. Once the agreement is submitted to the district, the student will be provided with a password that can be utilized to access the Internet.

Oversee the process: A Program Director will be assigned to administer the Technology Lending Grant (TLG). This individual will ensure the district adheres to the requirements of the grant and remains in compliance with the Texas Education Agency. The Program Director will provide technological support and oversee all aspects of the development, implementation, and management of the program to include: Installation of the Internet towers; Issuing Internet passwords; and Routine maintenance.

Coordinate in case of competing need: Since the district already has a 1:1 student to technology ratio and the Internet will blanket the city, the district will not need to worry about coordinating efforts in case of competing needs.

Maintenance of technology equipment: Once the Internet towers are purchased and installed, the Technology Director will be responsible to provide regular maintenance of each towers. Since the towers' access points have an 8-year lifespan, the district will be able to plan and budget for this added service. The only other required maintenance will be the replacement of the batteries on the solar panels every 5-years. In order to ensure that the towers are working correctly, the Technology Director will test the connectivity range of each tower on a monthly basis. If an issue is detected, the Technology Director will contact the installer and have the malfunctioning tower serviced.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology equipment accounted per local policy: Since the district will be purchasing and installing Internet towers, there will be not equipment to inventory.

Insurance: In addition, the district will use grant funds to purchase a multi-year insurance policy that will cover equipment for up to two years. The multi-year insurance premium will be payable as a single invoice received during the grant period.

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